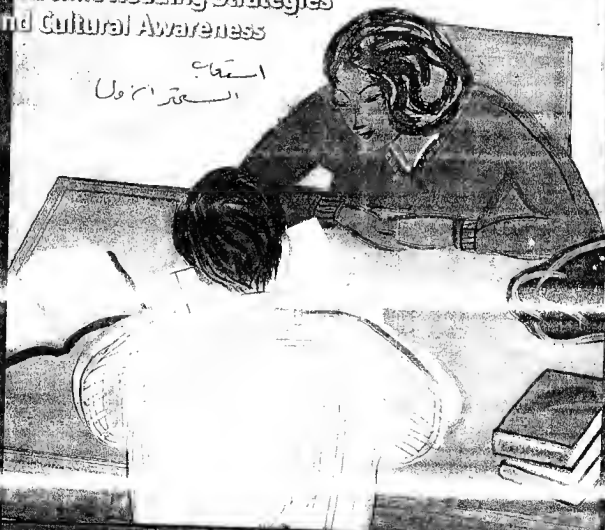


Introductory
Level

READ *and Reflect*

Academic Reading Strategies
and Cultural Awareness



Series Editors

Jayne Adelson-Goldstein and Lori Howard

OXFORD

To the Student

Dear Student,

Welcome to *Read and Reflect*. This series will help you improve your reading in English.

There are 32 texts in this book. These texts come from newspapers, magazines, textbooks, brochures, web sites, and message boards.

In *Read and Reflect* you will:

- read about many different topics
- learn reading skills
- learn vocabulary
- discuss culture

Each time you read a text in *Read and Reflect* you will follow these steps:

Get Ready to Read

- Think about the topic
- Look the title and the pictures.
- Ask yourself, "What is the reading about?"

Read

- Read silently.
- Skip over difficult vocabulary words

Understand the Reading

- Answer the comprehension questions.
- Ask yourself, "What do I know now?"

Remember: it is important to always ask questions every time you read. This will help you understand the text and answer the questions you will read.

We wish you good books, good health, and good times.

Lori Howard and Jayme Adelson-Goldstein



Unit 1

Finding Happiness

In this unit, you are going to:

- read about happiness in the U.S.
- learn how to preview

WHAT MAKES PEOPLE HAPPY?

A. Look at the picture. What makes these people happy? Discuss your

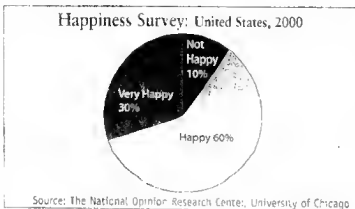


B. What times of life are very happy? Why? Choose two very happy times and mark them with an X. Discuss your answers with your classmates.

- | | |
|---|---|
| <input type="checkbox"/> infancy (ages 0-3) | <input type="checkbox"/> young adulthood (ages 20-34) |
| <input type="checkbox"/> childhood (ages 4-12) | <input type="checkbox"/> middle age (ages 35-54) |
| <input type="checkbox"/> the teenage years (ages 13-19) | <input type="checkbox"/> the senior years (age 55 and over) |

1 GET READY TO READ ABOUT: Happiness And Money

Read the chart. Then complete the sentences with words from the box. Use each word one time.



- a. many b. most c. not many d. some

How happy are people in the U.S.? a people are happy. some people are very happy. How many people are not happy? The answer is: not many people are not happy or very happy.

2 BUILD YOUR READING SKILLS: Previewing

Introduction

A. Look at these magazines. Which magazine do you want to read?



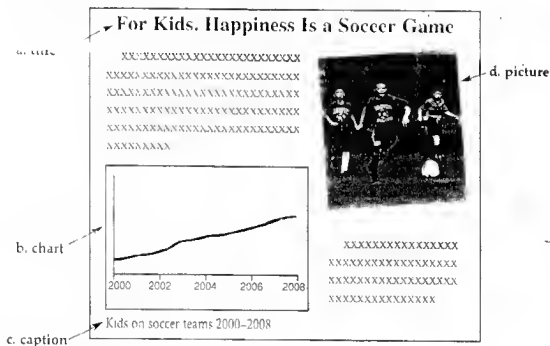
B. Think about your choice. Why do you want to read that magazine? Discuss your answer with a partner.

Reading Skill

Previewing means looking at a text before you read it. Look at the title. Look at the pictures and charts. Also look at the captions--the words under the pictures and charts. Previewing gives you important information.

Practice Previewing

Preview this article. Answer the questions below.



1. What is the title of the article? _____
2. What does the picture show? _____
3. What information do the chart and caption give you? Circle one answer.
 - a. more kids play soccer now
 - b. more kids like sports now
 - c. more kids watch sports now
4. What is this article about? Circle one answer.
 - a. soccer for children
 - b. famous soccer players
 - c. more people to go to soccer games

Read these new words and their definitions. Then complete the paragraph below with the new words.

- a. **expert**: a person with a lot of knowledge about one topic
- c. **survey**: a list of questions about a topic
- d. **compares**: to find similarities and differences

Dr. Ed Diener knows a lot about happiness. He is an expert on the topic. Diener has some new ideas about happiness. He thinks, "Are they good ideas?" He needs to , or find out more about people's opinions on happiness. First, he uses a and asks people many questions. Then he people's answers. Sometimes, the groups of people , but sometimes they have different opinions.

4 USE YOUR READING SKILLS

Preview the article on page 5. Circle the correct answers.

1. Look at the title. This article is about .
 - a. money in the U.S.
 - b. happiness and money in the U.S.
 - c. money in the U.S. and other countries
2. Look at the pictures, chart, and captions. This article has information about .
 - a. changes from 1950 to the present
 - b. the history of U.S. money
 - c. TVs and dishwashers

Happiness in the United States: How Important Is Money?

Life in the United States in the 1950s was very different from life today. Dishwashers, televisions, washing machines, and other appliances were not part of



An American in the 1950s most families' lives. In the 1950s, a television was a luxury.

Today, most families in the United States have dishwashers, washing machines, dryers, and many other things. Many people are wealthier. They make more money and have more buying power. For example, a simple TV is not ex-



An American today

pensive now, so most people today can buy it.

In many ways, life is much better today—but are people happier? The answer is no. In a survey from 1957, 36% of people were very happy. Almost fifty years later, that number is lower—only 30% of people are very happy.

People today have more money and more things, but they aren't happier. What does this mean? More money does not make people happier. To experts, this is a very interesting idea.

Psychologist Ed Diener is researching this idea.

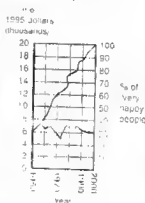
Diener compares two groups. The people in one group are from a list of very wealthy people. The people in the other group are from

ordinary people — not rich and not poor. Diener's results are interesting: very wealthy people are happier, but only a little happier.

Of course, people need

money doesn't mean more happiness. Experts agree: Money can't buy happiness.

Happiness and Money in the United States, 1950-present



survey: an expensive and nice thing
psychologist: an expert on the ways people think and act
of course: certainly, it is true

6 UNDERSTAND THE READING

A. Circle the correct answer.

1. Compare the 1950s and today. Most Americans today have _____.
 - a. less money
 - b. the same money
 - c. more money
2. Compare the 1950s and today. Most Americans today are _____.
 - a. a little less happy
 - b. a little happier
 - c. a lot happier
3. Psychologist Ed Diener compares _____.
 - a. people in the 1950s and people today
 - b. very wealthy people and ordinary people
 - c. people in the U.S. and people in other countries
4. Diener's results are interesting: very wealthy people _____.
 - a. are only a little happier than ordinary people
 - b. are the same as ordinary people
 - c. are a lot less happy than ordinary people
5. Experts agree: _____.
 - a. money can't buy happiness
 - b. money can make people happier
 - c. money can make people a lot less happy

B. Discuss these questions with your classmates.

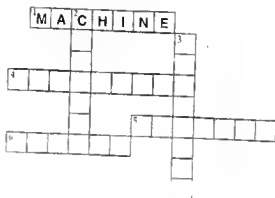
1. Think about your childhood and today. Are people a lot less happy?
In what ways are you happier today?
2. Is money important for happiness? Why or why not?

A. Read the clues. Complete the crossword puzzle with the words from the box.

compare expert happiness machine research wealthy

Clues

1. A dishwasher cleans dishes;
a washing ____ cleans clothes.
2. We can ____ two times,
two places, or two people.
3. Experts do ____ to find information.
4. ____ is a good feeling
5. Another word for rich is ____.
6. For answers, call 10111



B. Read the information in the box.

Comparing with Adjectives

Adjectives describe people, places, and things—a *happy* person, a *new* place, a *hard* thing. You can use *a little* and *a lot* to compare adjectives:



a lot less happy



a little less happy



a little happier

a lot less happy

a little less happy

a little happier

a lot happier

C. Look at the chart. Put an X in the correct column. Discuss your answers with a partner.

How happy will this make you?

a lot less
happy

a little less
happy

a little
happier

a lot
happier

1. a different job
2. moving to a new city
3. an evening out
4. an email from a friend
5. a free afternoon

8 GET READY TO READ ABOUT: What Makes Us Happy?

A. Match the adjective to the people.

4. lucky

5. married



- b. Take this quiz about happiness. Circle True or False. Then compare your answers with a partner.

QUIZ

Who is Happier?

1. Young people are happier.	True	False
2. Intelligent people are happier.	True	False
3. Good-looking people are happier.	True	False
4. People with friends are happier.	True	False
5. Married people are happier.	True	False

9 WORDS YOU NEED

Read the definitions. Then match the words and the examples.

advice: a friend's or expert's ideas about the way to do something

positive attitude: a good or happy way of thinking in difficult times

enjoy: to like

get to know: to find out about

- | | |
|------------------------------------|---|
| <u>d</u> 1. a positive attitude | a. "I come from a big family. Do you?" |
| <u> </u> 2. things people enjoy | b. "You need to study a lot." |
| <u> </u> 3. some advice | c. "My favorite things are pizza and movies." |
| <u> </u> 4. get to know someone | d. "I can do it! I can work hard!" |

10 USE YOUR READING SKILLS

Preview the article on page 10. Circle your answers.

- Look at the title. This article is about _____.
 - new studies
 - education
 - happiness
- Look at the picture and caption. This article has information about _____.
 - friends and happiness
 - school and happiness
 - work and happiness

What Makes Us *HAPPY?*

Everyone wants to be happy, but sometimes it isn't easy. What makes people happy? What things aren't important to happiness? Look at this information from some studies¹ by experts.

These things make people happy:

- **Friends.** In a study of college students, all of the very happy students have friends.
- **Positive attitude.** A positive attitude helps people feel happier.
- **Marriage.** In many studies, married people are happier.
- **Good health.** When people feel healthy, they also feel happier.

These things don't make people happy:

- **Money.** Wealthy people are not a lot happier than ordinary people.
- **Age.** Younger and older people are both happy.

not always happier.

- **Good looks.** Attractive or beautiful people are not always happier.
- **Luck.** Lucky people aren't always happier than other people. For example, lottery²



Friends can make you happy

winners are very happy at first, but after five years their lives usually go back to normal. Their happiness is the same before the win.

Do you want to have a happier life? The experts have this advice for you:

1. **Make friends.** Get to know the people at work and in your community.
2. **Spend time with friends and family.** Talk and do fun things with the important people in your life.
3. **Have a positive attitude about your life.** When you see a problem, look for a solution.³
4. **Help other people be happy.** People often feel happier when they make someone else happy.

Read the research. Think about the studies. Then follow the experts' advice for a happier life.

¹ study (n.): a test of or careful look at ideas

² lottery: a game—many people buy tickets but only one person wins money or prize

³ solution: a way to fix a problem

12 UNDERSTAND THE READING

- A. Read this letter from a student. Think about the advice in the article on page 10. Put an X next to good advice for this student. More than one answer can be correct. Discuss your answers with a partner.

I'm at a new school, and I don't feel happy. Everything is different. I want to enjoy my school. I want to be happy. Can you give me some advice?

- ☐ 1. Try to make some friends at your new school.
- ☐ 2. Change schools again.
- ☐ 3. Help a student in your class.
- ☐ 4. Don't only think about the problem. Try to find a solution.

- B. Look back at the quiz on page 9. Answer the questions again using the

- C. Think about these questions. Discuss them with your classmates.

The writer's advice is: (1) have a positive attitude especially about problems, and (2) spend time with friends and family. Is this good advice? Why or why not?

13 WORK WITH THE VOCABULARY

- A. Circle the correct word in each sentence.

- 1. Juan is always happy. He has a very (positive attitude/unhappy attitude) about life.
- 2. I have an opinion, but my sister has a different opinion. We never agree, enjoy!
- 3. When I have problems, I always talk to my friend. She gives me good (advice/luck).
- 4. Kimiko likes to make friends. She always (gets to know/compares) friends quickly.

- B. Read these sentences from the article on page 10. Look at the underlined phrase. Then choose the word or phrase with the same meaning. Look back at the article for help.

- 1. When people win the lottery, they are very happy—but soon things are back to normal.
a. new and more fun ☒ b. the same as before c. very lucky
- 2. Spend time with your friends and family—with the important people in your life.
a. buy gifts for b. be with c. think about

14 GET READY TO READ AND SHARE

Read the notice. Then match the words and the definitions.

HAGERSTOWN COMMUNITY ORGANIZATION

Program for seniors

- Food program (help at home)
- Activities (classes, trips . . .)

Program for children

- Help kids with homework
- Activities (sports, games . . .)



Help the People in Your Community—Be a Volunteer!
Can you give a little time to help seniors or kids?

For information,
call 555-5421

- | | |
|----------------------------|-------------------------------------|
| <u> </u> f. 1. a program | a. a town or neighborhood |
| <u> </u> 2. a community | b. a child |
| <u> </u> 3. a volunteer | c. a helper, working without pay |
| <u> </u> 4. an activity | d. an old person |
| <u> </u> 5. a senior | e. something to do |
| <u> </u> 6. a kid | f. a group of classes or activities |

15 USE YOUR READING SKILLS

A. You are going to read one part of a magazine article. Read the introduction to the article below. Then answer the questions.

Two Volunteers

Each year, about 65 million people in the United States volunteer—about 25% of men and about 32% of women. Who are these people? Why do they volunteer? In this article, we look at two very special women: Delores "Hap" Johnson and Tianna Bailey. Both women are volunteers. Each woman makes a difference in her community.

1. What is this article about? _____
2. How many people in the U.S. are volunteers? _____

B. Preview Part A and Part B of the magazine article below and on page 14. Then answer these questions.

1. Who does Hap Johnson help? a. seniors b. children
2. Who does Tianna Bailey help? a. seniors b. children

Now choose one part of the article to read. Read Part A on page 13 or Part B on page 14.

16 READ PART A

Senior Helps Seniors

Dorees "Hap" Johnson is a volunteer for DARTS (Dakota Area Resources and Transportation for Seniors). DARTS, a community program in Minneapolis/St. Paul, Minnesota, helps seniors and their families.

Sometimes it's difficult for seniors to get around town. DARTS buses take them to their medical appointments and the supermarket. Hap goes on the bus with the seniors to help them feel comfortable. When they get off the bus, she helps them with their shopping or spends time with them at the doctor's office.

When Hap isn't on the bus, she's probably walking. She loves to walk. Now in her 70s, Hap walks about 12 miles a week. She also volunteers with the seniors in her apartment building. She plans activities for them and walks



with them every day.

"Walking helps seniors stay active and healthy," Hap says. "It helps me stay active, too!" She feels the same way about volunteering. When she volunteers, Hap Johnson is happy because she is helping other people. And that's not all. "I put smiles on their faces," Hap says.

active: doing things

Who can answer these questions about Part A with you? Find a partner. Answer the questions.

Focus Questions

1. Who does DARTS help?
2. What does Hap Johnson do for DARTS?
3. Why does she volunteer?

Tianna Bailey Helps Kids

Tianna Bailey is a college student in her 20s. She wants to be a teacher and studies hard at Emory University in Atlanta, Georgia. She is also a volunteer. Tianna works with her cousin, Maurice Shaffer, to help the children in their community. Their program is called IMAGE (I Must Achieve the Goal to Excel).

IMAGE helps children in the Edgewood Court Apartments in Atlanta. The families in Edgewood Court don't have a lot of money, but IMAGE is free. The children need activities after school and in the summer. IMAGE gives them a room with many games and books. The children enjoy playing there, but first they have to do their homework. Tianna and Maurice tutor the children with help



from other college student volunteers. Why is Tianna doing all this work? "We want to help kids in our

community," Tianna says, "because other people help us."

Volunteering also makes her feel good. "The kids are happier, and they're doing better in school. For me, this is a dream come true."

tutor to give help with school work.
a dream come true, a great special thing

Who can answer these questions about Part B with you? Find a partner. Answer the questions.

Focus Questions

1. Who does IMAGE help?
2. What does Tianna Bailey do for IMAGE?
3. Why does she volunteer?

17 THINK AND SHARE

Organize Your Thoughts

With your partner, mark the information from your part of the article with an X. Then use that information to complete the questionnaire below.

INFORMATION

- | | | |
|---|--|---|
| ___ She's in her 70s. | ___ It helps seniors and their families. | ___ She helps kids with their homework. |
| ___ It helps kids in the Edgewood Court Apartments. | ___ Hap Johnson | ___ DARTS |
| ___ seniors on buses. | ___ better in school! | |
| ___ Tianna Bailey | ___ She can help other people and be active. | ___ IMAGE |

QUESTIONNAIRE

1. What is the volunteer's name? _____
2. How old is she? _____
3. What is the name of her community program? _____
4. Who does this program help? _____
5. How does she help? _____
6. Why does volunteering make her happy? _____

Share Your Information

Who can tell you about the other part of the article? With your partner, find another pair of classmates.

1. Share your answers to the questionnaire above with the other pair of students.
2. Add other information from your part of the article.

Discuss these questions with your partner and the other pair of students. Then share your answers with the class.

1. Why do people volunteer?
2. Do you know any volunteers? What do they do?
3. Volunteering can make people happy. What other activities can make people happy?

18 REFLECT ON: Happiness

A. Read these questions. Then read one student's paragraph.

1. What do you feel happy about? Why?
2. What do you feel unhappy about? Why? How can you feel happy again?
3. In your opinion, what is important for happiness?

I feel happy about my friends. I enjoy our activities. For example, it's fun to play games together in the park on a sunny day. I feel unhappy about school. I am a little lonely and I don't feel happy. I think that good food are very important for happiness.

B. In a small group, discuss these questions.

1. What is this student unhappy about? Why? What is his solution?
2. Do you agree with the student's idea about happiness? Why or why not?

C. Now write your own paragraph. First, write your answers to the questions in A. Then add some examples. You can use the student's paragraph as a model.

Unit 2

It's Great to Communicate!

In this unit, you are going to:

- read about communicating in the U.S.
- learn how to preview and predict

WHAT DO YOU KNOW ABOUT COMMUNICATION?

- A. Look at the pictures from one student's day. Who is he communicating with? Why is he communicating? Discuss your answers with your classmates.



- B. Think about a usual day in your life. Who do you communicate with? Why? In your notebook, list three different communication experiences from your usual day. Follow the example below. Share your chart with a partner.

When?	With Whom?	Why?
7:30, at home	my roommate	to say good morning
9:00, at school	my English teacher and classmates	to answer questions, to discuss with the class
12:30, on e-mail	my cousin in Japan	to chat about school and family

1 GET READY TO READ ABOUT GENERATIONS

- A. When were you born? Put your name in the correct column of the chart below. Add the names of your family, friends, and other people in your life.

Before 1945

1946–1964

1965–1980

1981–now

- B. With your classmates, discuss the differences between the groups of people—the *generations* of people—in your chart.

- C. When people of different generations don't understand each other, we call it a *generation gap*. Read these statements. Mark examples of a generation gap with an X. Check your answers with a partner.

- ___ a. "The young people in this office don't want to work hard. Our generation has a better attitude about work."
- ___ b. "My friends change plans too often. I don't like to change plans."
- ___ c. "In my opinion, 12:00 at night is early. In my parents' opinion, it's late."
- ___ d. "My children and I listen to the same music!"

2 BUILD YOUR READING SKILLS: Previewing and Predicting

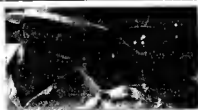
Introduction

With a partner, look at the article and answer the questions.

1. Maya wants to learn how to communicate better with her parents. Can this article perhaps help her?

TALKING WITH SENIORS

XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX



Spend time together

2. What information might be in this article? Why do you think so?

Reading Skill

Previewing and predicting help you understand a text. After you preview, ask yourself a prediction question: *What will I learn in this article?* When you read the text, check your prediction.

Preview This

title

pictures, charts, captions, and any introduction to the text

To Predict This

What is the topic of this article?

What will I learn about in this article?

Practice Previewing and Making Predictions

With a partner, preview the text and make predictions. Answer the questions.

COMMUNICATING WITH TEENAGERS

XXXXXXXXXXXXXXXXXXXXXXXXXXXX
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Share fun activities

1. What is the topic of the article? Circle your answer.
 - a. how parents can communicate with teenagers
 - b. how teenagers can communicate with parents
2. What can you predict about the article? Mark your predictions with an X.

This article has advice about . . .

 - ☐ a. how to communicate with teenagers
 - ☐ b. communicating with teenagers
 - ☐ c. good activities for parents and teenagers
 - ☐ d. teenage health problems

3 WORDS YOU NEED

Match the parents' statements to the actions. Guess the answers. Then discuss your answers with your classmates.

Action

- e 1. discuss problems
- ___ 2. make rules
- ___ 3. express feelings
- ___ 4. make decisions
- ___ 5. show interest

Parent's statements to their teenagers

- a. "Be home by 8:00 on school nights and 11:00 on weekends."
- b. "No. We're not buying a second car."
- c. "Do you like your classes? Tell me about them."
- d. "You kids make me happy!"
- e. "Your grade isn't good. We need to talk."

4 USE YOUR READING SKILLS

A. Preview the text on page 21. Mark the topic of the text with an X.

- ___ a. the generation gap in the U.S.
- ___ b. the number of people in the U.S.
- ___ c. one American family

B. What will the article discuss? Mark your predictions with an X. As you read the article, check your predictions.

- ___ a. the generation gap in the U.S.
- ___ b. family life in the U.S.
- ___ c. generation gaps in other countries
- ___ d. types of communication
- ___ e. communication and generation gaps

5 READ

discusses that gap and tells about a new style of communication.

FAMILY COMMUNICATION

Making the Generation Gap Smaller

Pople from different generations often live and work together. Sometimes they're happy being together, other times they're not. One of the reasons for their unhappiness may be a generation gap. A generation gap is the difference between two or more generations—not the differences between their years but the differences between the generations' ideas, attitudes, and interests. Of course, people can have differences and still be happy together, but according to the experts, communication between the generations helps everyone get along.

Good communication between the generations starts in the family. These days many families are changing their communication style. They are moving from a "one-way" style to a "two-way" style of communication. To show this change, let's compare two families:

- The Smith family uses the "one-way" style of communication. Mr. and Mrs. Smith show interest in their children, but they don't discuss problems or feelings. The parents make all the rules and decisions. They don't ask for their children's opinions. They explain their decisions to their children, but they don't discuss them. The explanation is clear and the children understand. The communication goes one way: from the parents to the children.



One-way communication

communication. Mr. and Mrs. Jones show interest in their children and ask for their opinions. They discuss problems and express their feelings. The family makes rules and decisions together after a discussion. The communication goes two ways: from parents to children and from children to parents.

Better communication between generations at home means better communication between generations at work and in the community. When different generations learn about each other's ideas, attitudes, and interests, they understand each other. This understanding makes relationships stronger and makes the generation gap smaller.



Two-way communication

get along: be happy together
style: way of doing something
relationship: the connection between people

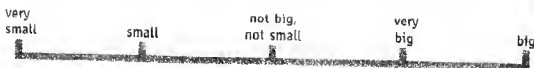
6 UNDERSTAND THE READING

A. Circle the correct answer.

1. Is the generation gap in the U.S. getting bigger or smaller?
 - a. bigger
 - b. smaller
 - c. Experts don't agree
2. What is the reason for the change in the generation gap?
 - a. hard for kids
 - b. good generation gaps
 - c. good communication
3. When did good communication begin?
 - a. in the world
 - b. in families
 - c. in everyday life
4. Which style of communication helps make the generation gap smaller?
 - a. the one-way style
 - b. the two-way style
 - c. both styles
5. Where can generation gaps happen?
 - a. only in families
 - b. only in families and at work
 - c. in all parts of life

B. Work in a small group. Discuss the questions. Then discuss your answers with your classmates.

1. In your experience, how big is the generation gap today? Mark your answer on the scale. Give some examples to support your answer.



2. Which communication style is better for families: one-way or two-way? Why?

WORK WITH THE VOCABULARY

A. Complete the sentences with a phrase from the box. Use each phrase one time.

discuss problems
make rules

express their feelings
show interest

make decisions

1. Most parents _____ in their children. They want to know about their children's lives and ideas.
2. In some families, only the parents _____ and _____. The parents explain them to the children, but they do not want their children's opinions.
3. Communication in the family is very important. Parents and children need to _____ and find solutions together.
4. Sometimes, a teenager is unhappy, but the parents don't know it. Children need to be able to _____ to their parents openly.

Suffixes: -tion, -sion

You can use the suffix *-tion* or *-sion* to form nouns from some verbs. For example,

communicate + -tion = communication

(The *-e* at the end of some verbs disappears.)

B. Use *-tion* or *-sion* to form nouns from the verbs below. Look back at the article on page 21 to find the right form. The paragraph numbers can help you find the nouns.

Verb	Noun	Paragraph
a. communicate	communication	1
b. decide		4
c. explain		4
d. discuss		3

8 GET READY TO READ ABOUT: Good Communication

A. Look at the pictures and read the captions. What are these people saying and doing? Share your ideas with your classmates.



get angry



interrupt



pay attention

B. Take this quiz about communication. Circle your answers.

What is Your Communication Style?

1. When I get angry with my friend, I _____.
 - a. talk to my friend about the problem
 - b. talk to other people about the problem
 - c. don't talk to about the problem
2. When my friend gets angry with me, I _____.
 - a. listen and try to understand
 - b. don't talk to my friend
 - c. get angry at my friend
3. My friend is talking. I don't agree with him. I _____.
 - a. listen and pay attention to my friend's ideas
 - b. don't listen, and then I talk about something different
 - c. Interrupt: my friend and give my opinion

C. Discuss the quiz and your answers with your classmates.

Read the words and their definitions. Then use one of them to complete the statements about each communication problem.

avoid: to stop something from happening

(be) honest: to say true things

kind: nice

misunderstanding: a problem in communication

solve: to find a solution

1. Jana asked Camilla, "Do you like my new sweater?" Camilla said, "No, it's ugly." Then Jana got angry with Camilla.

Camilla thinks, "I am _____ but she isn't _____ to Jana."

2. Tomas and Maria are having a discussion. Tomas doesn't understand Maria's opinion, and Maria doesn't understand Tomas's opinion.

There is a _____ between Tomas and Maria's opinions.

3. "I have a problem, but I don't want to discuss things with my family," said Marco. "Maybe they will get angry at me."

Marco is trying to _____ his problem. He should try to _____ his family.

10 USE YOUR READING SKILLS

Preview the article on page 26 and make predictions. Answer the questions.

- What is the topic of the article? Circle your answer.
 - communication can help you make friends
 - communication can help you have an argument
 - communication can help you solve problems
- What will the article discuss? Mark your predictions with an X. As you read the article, check your predictions.
 - ☐ rules for communicating with teenagers
 - ☐ rules for communicating with friends
 - ☐ advice about communicating with seniors
 - ☐ advice about good activities to do with friends
 - ☐ advice about how to solve problems

This magazine article gives readers some simple rules to follow to help them communicate better

6 COMMUNICATION RULES FOR FRIENDS AND FAMILY

Communication is a very important part of life. We want to get along with friends and family, and these six simple rules can help.

- Rule #1: Talk it out!**
Rule #2: Be honest, but also be kind
Rule #3: Be clear
Rule #4: Don't interrupt
Rule #5: Try to understand other ideas
Rule #6: Think about solutions

■ **Talk it out!** When you have a problem with a friend, it's good to express your feelings. You can avoid large problems when you talk out small problems. The first rule of communication is . . . communicate!

■ **Be honest, but also be kind.** Angry people sometimes want to say something bad or mean. This is dangerous. Words can hurt people, and they can hurt a relationship forever. When you get angry, think before you speak. And remember, sometimes the best idea is to say nothing—to keep quiet.

■ **Be clear.** It is important to explain your ideas clearly. When you don't understand your friend's ideas, ask for an explanation. This will help you avoid misunderstandings.

■ **Don't interrupt.** We all like to talk, but listening is important, too. When you and a friend have a problem, listen to your friend. Pay attention and don't interrupt!

■ **Try to understand other ideas.** Problems sometimes happen when two people have different ideas or feelings. One person's ideas are never all right, and the other person's ideas are never all wrong. Probably, some ideas from both people are right. Right or wrong, all of the ideas are important. Think about your friend's ideas and try to understand them.

■ **Think about solutions, not problems.** When it is hard to see the solution to a problem, people sometimes only think about the problem. Try not to think about the problem. Think about solutions! Ask yourself, What can we do to solve the problem?

No one wants to have misunderstandings. These six simple rules really can help you solve your communication problems. Can you remember the rules? No problem!

forever: always, without an end

12 UNDERSTAND THE READING

A. These people have communication problems. Which rule from the article can help them? Match the best rule to the problem. Compare your answers with a partner.

PROBLEM	RULE
1. Laura: I'm angry at my daughter. She uses my things all the time. Marta: What does she say when you tell her this? Laura: I can't tell her.	a. Talk it out b. Be honest, but also be kind
2. Liu: Look! I just bought a car! I'm so happy! Do you like it? Max: No, not really. It's very old and ugly.	c. Be clear d. Don't interrupt
3. Tibor: Are you ready to go? Benny: Sorry, no, I just have to... Tibor: We planned to leave at 2! You know that! I'm not going to wait for you.	e. Be open to other ideas f. Think about solutions
4. Delores: I want to visit my family this weekend, but I don't have a car. I can go this weekend, but I don't have a car. I <u>want</u> to go, but I can't go because I don't have a car.	

- B. Look back at the quiz on page 24. Answer the questions again using the information from the article.
- C. Work with a partner. Discuss these questions. Then share your answers with your classmates.
1. Which rule of communication is the most important? Why?
 2. Which rule is the most difficult for people to follow? Why?
 3. Which rule is the most difficult for you to follow? Why?

13 WORK WITH THE VOCABULARY

Read the sentences. Look at the underlined words. Then circle the word(s) with the opposite meaning.

1. Let him finish talking. Don't (interrupt) get angry at him.
2. He's a very nice person. He never says (unkind/important) things.
3. I try to be honest and clear. I want to avoid (misunderstandings/rules)
4. Don't let problems happen. Try to (avoid/understand) problems.

14 GET READY TO READ AND SHARE

Read the message board. Then complete the paragraph below with the underlined words in the message board.

GOOD COMMUNICATION MESSAGE BOARD

Do you have a communication problem or question? Follow these steps to get advice from people around the world!

1. Write about your problem in a message.
2. Put, or post, your message. Everyone can read it.
3. Wait for a reply from someone.
4. Post your own reply back.

Remember our rules: Don't use your real name—use a screen name. Also, put the topic of your message in the Subject line of the message.

Message boards are Internet Web sites for people to share ideas. People write their ideas or ask questions in a _____. Then they put it on the site, or _____ it. The _____ line gives the topic. Other people read it and send an answer, or _____. Most people don't use their real name on a message board. They use a _____.

15 USE YOUR READING SKILLS

A. You are going to read an Internet message and a reply. Read the message below. Then answer the questions on the next page.

GOOD COMMUNICATION

Subject: How can I be a good friend???

From: AnnaBanana

Message: I need some advice! My friend has a new boyfriend. She never spends time with me now; she's always with him. In my opinion, he's not right for my friend. He will make her unhappy, and I don't want her to be unhappy. I want to talk to her about him. But maybe this isn't a good idea. What do you think???

1. Why doesn't AnnaBanana's friend spend time with her now?
 2. What is AnnaBanana's opinion of the boyfriend?
- B. Preview the replies to AnnaBanana's message below and on page 30. Look at their Subject lines. Then predict the answers to these questions.**
1. What is Sunshine's advice?
 - a. Talk to her.
 - b. Don't talk to her.
 2. What is Cowgirl's advice?
 - a. Talk to her.
 - b. Don't talk to her.

Now choose one reply to read. Read Reply A below or Reply B on page 30.

16 READ REPLY A

GOOD COMMUNICATION MESSAGE BOARD

Subject: Keep quiet!!

From: Sunshine

Message: Hi AnnaBanana,

You want your friend to be happy. So don't talk to her. Think about this: You say something. Then what happens? She feels hurt or angry—and unhappy. And that's the end of your friendship!

Remember, friends don't always agree. You and your friend are different people. Maybe her boyfriend is not right for you, but maybe he is right for her! Also, you usually spend lots of time with your friend, but now you don't see her often. Maybe you are a little jealous.

So this is my advice: keep quiet, and try to understand her feelings.

'friendship': the relationship between friends

'jealous': feeling sad or angry because you want something another person has

Who can answer these questions about Reply A with you? Find a partner. Answer the questions.

Focus Questions

1. Why shouldn't AnnaBanana talk to her friend?

16 READ REPLY B

GOOD COMMUNICATION MESSAGE BOARD

RE: Subject: Keep quiet!!

From: Sunshine

Subject: You have to say something!

From: Cowgirl.

Message: AnnaBanana,

You want your friend to be happy. So talk to her! Discuss your feelings and her feelings. It helps to listen to other people's ideas. Other people's ideas can help you think better. So help your friend: Tell her your ideas. Give your friend advice before she makes a bad decision.

Remember, friends don't always agree. You need to talk it out. You can keep quiet and avoid an argument, but you're not being honest. And soon your friendship will feel false, not real. Your idea is a good idea. Talk to your friend!

¹argument: an angry discussion

²friendship: the relationship between friends

Who can answer these questions about Reply B with you? Find a partner. Answer the questions.

Focus Questions

1. Why do we need other people's ideas?
2. In Cowgirl's opinion, it's bad to avoid a problem with a friend? Why?

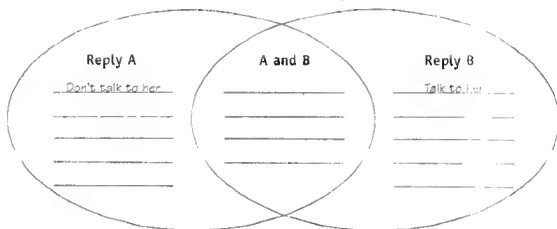
17 THINK AND SHARE

Organize Your Thoughts

Work with your partner. Read the sentences. Which sentences have ideas from your reply? Mark them with an X. Then copy those sentences into the area for your reply below.

Sentences

- | | |
|--|--|
| <input type="checkbox"/> Talk to her. | <input type="checkbox"/> Friends don't always agree. |
| <input type="checkbox"/> Don't talk to her. | <input type="checkbox"/> You need to be honest with her. |
| <input type="checkbox"/> You want your friend to be happy. | <input type="checkbox"/> Maybe her boyfriend is right for her. |
| <input type="checkbox"/> Your ideas can help her think better. | <input type="checkbox"/> Maybe you are jealous |



Share Your Information

Who can tell you about the other reply? Find a pair of classmates.

1. With your partner, tell the other pair of students about your reply. Use your sentences from the chart above, and add other information from your reply.
2. Compare charts with the other pair of students. Some of the sentences are in both replies. Write these sentences in the middle section, marked "A and B"

Share Your Ideas

Discuss these questions with your partner and the other pair of students. Then share your advice with the class.

1. Which message has better advice? Why?
2. What is your advice to AnnaBanana?

18 REFLECT ON: Communication

A. Read this message. Then read one student's reply.

Subject: What can I do???		From: Techie
Message: I'm 20 years old. I work and go to college, but I live with my parents. My dad is the problem. I can't do things at night with my friends. They stay out late. My dad wants me to be home by 11:00! That's early! What should I do? He doesn't want to hear my ideas.		
RE: Subject: Generation Gap		From: ChelsB
Message: This is a big problem, but there's nothing to do. The problem is the generation gap. You and your father have different attitudes and ideas. You live in your parents' house, so they make the rules. Don't try to talk about it. Just follow the rules.		

B. In a small group, discuss these questions.

1. Do you agree with ChelsB's reply? Why or why not?
2. What is your advice to Techie?

C. Now write a reply to Techie and give your advice. Answer the questions and add some details. You can use the reply above as a model.

1. Is Techie's problem big or small?
2. What should Techie do? Why?

Post a Reply

Message:

1 GET READY TO READ ABOUT: Horatio Alger

A. Look at these pictures from the covers of two books. Then answer the questions below. Discuss your answers with your classmates.



1. When do these stories happen—now or in the past? How do you know?
 2. How old are the boys in the pictures? Are they rich or poor? How do they make money?
 3. What can you predict about these stories? What might happen to the boys?
- B. Work with a partner. Look at the adjectives in the box. Which ones do you know? Ask classmates about any new words, or look them up in a dictionary.

dishonest hard-working honest kind lazy polite

- C. Put each adjective from the box above into the correct column of the chart. Then add one word to each column.

positive	negative
polite	
_____	_____
_____	_____
_____	_____
_____	_____

Unit 3

- learn about different kinds of success in the U.S.
- learn how to connect pronouns to nouns

WHAT IS SUCCESS?

A. Look at this picture. This woman is celebrating her success. What did she do? Why does she feel successful? Discuss your answers with your classmates.



- B. Think about these statements. Do you agree or disagree with them? Why? Discuss your opinions with your classmates.
1. There are many different kinds of success.
 2. Hard work is usually necessary for success.
 3. People must have money to succeed.

2 BUILD YOUR READING SKILLS: Connecting Pronouns to Nouns

Introduction

A. Look at the picture. What is the speaker talking about?



B. Can you answer the question in A? What information do you need?

Reading Skill

A pronoun takes the place of a noun. Connecting every pronoun to a noun tells you the meaning of the pronoun.

Examples

Horatio Alger is the writer of Ragged Dick. It is his eighth book.
(Usually, the noun comes before its pronoun.)

Practice Connecting Pronouns to Nouns

Look at the pronouns in bold. What noun does each pronoun connect to? Underline the noun, and draw a line from the pronoun to the noun.

Dick was a shoeshine boy. **He** started work early. People hurried down the street. Dick called to **them**, "Shoeshine?" No one stopped, but Dick didn't worry. **He** had a positive attitude.

Soon Mr. Greyson walked by. **He** saw Dick. Mr. Greyson looked down at **his** shoes. **They** looked dirty. He walked over to Dick. And Dick had his first job of the day!

3 WORDS YOU NEED

Read the sentences. Guess the meaning of the underlined word. Match each one to a definition. Check your guesses after you read the article on page 37.

- | | |
|---|--|
| ___ 1. That novel has a very interesting <u>hero</u> . | a. to make something better |
| ___ 2. Our friends can <u>influence</u> us in good and bad ways. | b. to change someone/something in some way |
| ___ 3. My grades aren't very good; I need to <u>improve</u> them. | c. good feelings about the future |
| ___ 4. This year wasn't a good year, but I have more <u>hope</u> for next year. | d. the most important person in a book |

4 USE YOUR READING SKILLS

Preview the article on page 37 and make predictions. Answer the questions.

1. Which of the topics in this article will you read about?
- ___ a. the life of Horatio Alger and other writers
 - ___ b. many people's ideas about success in the U.S.
 - ___ c. Horatio Alger changed ideas about success in the U.S.
2. What will the article discuss? Mark your predictions with an X. As you read the article, check your predictions.
- ___ a. Horatio Alger's work as a writer
 - ___ b. life in an earlier time in the U.S.
 - ___ c. how Alger's stories changed ideas of success
 - ___ d. the people in Horatio Alger's stories
 - ___ e. writers in U.S. history

5 READ

Horatio Alger was an important writer in U.S. history. This Web page gives information about him and his stories.

Horatio Alger

HOW HE INFLUENCED THE IDEA OF SUCCESS IN THE UNITED STATES

Horatio Alger was one of the most successful writers in United States history. In the early 1900s, his books were in almost every home and influenced several generations of boys. Alger wrote more than 400 novels and more than 500 short stories. How was this possible for one man? He always wrote the same story! In a Horatio Alger story, the details¹ change, but the story and the hero stay the same.

In a typical Horatio Alger story, the hero—a poor teenage boy—finds success. The boy has no parents or family. He did not go to school, but he is smart and wants to learn. He is hardworking, honest, and kind. He always helps other people. The hero has a positive attitude and believes in himself. He wants to succeed, and he is not afraid² to try new things.

The hero goes to a city. He works very hard and makes a little money. He tries to improve his life. For example, he learns to read. Later, he meets a rich man, and this man helps him. Then he has some good luck.

With this luck, his hard work, and the rich man, the hero gets a good job and becomes successful.



Horatio Alger's stories were popular because they were similar to real life for many people. In the early 1900s, immigrants and many other people went to cities for jobs. These cities were big and dirty, and life was hard. Many families were very poor. Often, even young children worked. Like the boys in the stories, these people also wanted to find success. Alger wanted to give them hope with this message: In the United States, poor people can succeed.

Horatio Alger's message is still a main idea of U.S. culture today. It is now part of the culture and the language. When you hear people talking about a poor person's success, listen! Someone will probably say, "That is a real Horatio Alger story!"

¹wrote: past tense of write

²detail: small piece of information

³be afraid: to fear something

⁴went: past tense of go

6 UNDERSTAND THE READING

A. Read the sentences. Are they true or false? Put an X under True or False in each sentence.

Sentence

True False

1. Horatio Alger wrote many novels and many short stories.
2. Horatio Alger often wrote about teenage girls.
3. Horatio Alger wanted his books to give people hope.
4. Horatio Alger influenced the American idea of success.
5. Horatio Alger's books were in few homes in the U.S.

B. Read these sentences from a story. Which of them can you find in a typical Horatio Alger story? Mark your answers with an X. Compare your answers with a partner.

- ☐ 1. George lived in a city.
- ☐ 2. George lived with his family.
- ☐ 3. George was poor.
- ☐ 4. George was lazy.
- ☐ 5. George had a negative attitude.
- ☐ 6. George learned to read.
- ☐ 7. George helped a little boy.

C. Work in a small group. Discuss these questions.

1. Horatio Alger's books influenced many people. What books, people, or things influence you?
2. Horatio Alger's stories express this idea: In the U.S., hardworking people can find a good job and live a good life. Do you agree? Why or why not?

7 WORK WITH THE VOCABULARY

A. Complete the story with the words from the box. Use each word one time.

- a. hero b. hope c. improve d. influenced

Tom was a very lazy boy. He stayed in bed most of the time. He was afraid to try new things. His parents did not have much _____ for him and his future. "He cannot succeed. He has a negative attitude," they said.

One day, Tom read some Horatio Alger stories, and they really _____ him. He decided to change his life. "I can _____ in so many ways," Tom said. "I can be more hardworking, like the _____ in the story!" Tom and his parents were happy.

B. Look at the words in the chart and notice their forms. Use the chart to help you complete the sentences below with the correct form.

noun	verb	adjective
success	succeed	successful

1. Horatio Alger was one of the most _____ writers in U.S. history.
2. In a typical Horatio Alger story, a poor teenage boy finds _____.
3. He wants to _____ and he isn't afraid to try new things.
4. The hero gets a good job and becomes _____.
5. This is Alger's message: In the United States, poor people can _____.
6. A "real Horatio Alger story" is a story about a poor person's _____.

8 GET READY TO READ ABOUT: Finding the Right Job

A. Look at the cartoon. Discuss the questions below with your classmates.



1. What is the situation? Who are these two men?
 2. What does "dress for success" mean?
 3. Is the young man successful? Does he like his job? Why or why not?
- B. Complete the questionnaire. Write many answers for each question. Then discuss your answers with a partner.

What kind of job is right for you?

1. What do you like to do? What are your interests?
 2. What do you do well? What are your skills?
 3. What jobs match these interests and skills?
- C. Work in small groups. Think of three different jobs. For each job, answer these questions. Share your answers with your classmates.
1. What interests go well with this job?
 2. What skills do you need for this job?

9 WORDS YOU NEED

Look at the pictures. Match the sentences to the pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

- Jon has an interview at the Ace Supply Company.
- Jon looks at Help Wanted ads.
- The Ace Supply Company hires Jon.
- Jon thinks about his skills.
- Now Jon is an employee of the Ace Supply Company.
- Jon writes his resume.

10 USE YOUR READING SKILLS

Preview the article on page 42 and make predictions. Answer the questions.

- What is the topic of the article?
 - advice about living in the U.S.
 - advice about work in the U.S.
 - advice about finding a job in the U.S.
- What will this article discuss? Mark your predictions with an X. As you read the article, check your predictions.
 - ☐ a. how to find the right job
 - ☐ b. what to wear on your first day
 - ☐ c. where to find job ads
 - ☐ d. when to stop looking for a job
 - ☐ e. who to ask for advice about jobs

12 UNDERSTAND THE READING

A. Complete the sentences. Circle the correct word or phrase.

1. This article is an interview with Ana Gomez, an employer / counsel.
2. Ana's most important advice is: Find the right job / Write a resume.
3. In Ana's opinion, you should / shouldn't look at job ads in the newspaper.
4. At the interview, you should / shouldn't ask the employer questions.

B. Draw a line from each pronoun in bold to its noun.

1. Mark Blain interviewed Ana and asked **her** to share advice with **us**.
2. You can find job ads in the Help Wanted section of the newspaper. You can also find **them** on Internet job sites.
3. Your resume should be clear and neat. **It** should include your **experience**, education, and skills.
4. Employers want their employees to be on time. **They** also want **us** to look neat.

13 WORK WITH THE VOCABULARY

Work with a partner. For each item, write a sentence using all the words. Share your sentences with the class.

1. experience resume

Include all your experience in your resume.

2. employer company

3. research library

4. job newspaper ads

5. interview on time

14 GET READY TO READ AND SHARE

- A. With your partner, decide on an order for the pictures. Use the time expressions *First*, *Then*, and *Finally* to tell your story.

Example: Philip wants to be a doctor. First, he goes to school. Then, he studies hard. Finally, he becomes a doctor.



15 USE YOUR READING SKILLS

- A. You are going to read a true story from a book about immigrants. Read the introduction to the book below. Then answer the questions.

The United States is a country of immigrants—immigrants from all over the world. Every year millions of people come to the United States with the dream to build new lives.

Some immigrants have big dreams and their success stories—large and small.

1. How many immigrants come to the U.S. every year?
2. What is this book about?

- B. Preview Story A and Story B on pages 45 and 46. Then answer the questions.

1. What was Napoleon Barragan's dream? a. a business b. a home
2. What was Dorothea Sandiford's dream? a. a business b. a home

Now choose one story to read. Read Story A on page 45 or Story B on page 46.

16 READ STORY A

Napoleon Barragan: A New Kind of Business

Napoleon Barragan was born in Ecuador. He moved to the United States in 1969. His first job was in the furniture business. He and his wife, Maria, started their own furniture store. Then, in 1975, they opened their own furniture store.

One day, Napoleon Barragan had an idea. People always went to a store to buy a mattress for their bed. Then they waited for the store to deliver the mattress. There was no other way. Napoleon Barragan decided to give people an easier way to get a new mattress. In 1976, he started a new kind of company. People called the company, at any time of the day or night, and ordered a mattress. Then the company delivered the mattress to their home very quickly.

Napoleon Barragan didn't need a store, so he was able to sell mattresses at a low price. And people always remembered the company and the phone number, because they were the same: 1-800-MATTRESS.

Napoleon Barragan's business did very well. By the year 2000, it was selling millions of mattresses every year. Today, the business is doing even better. And of course, customers can now order their mattress on the Internet.

Napoleon Barragan's dream was to have a successful business. With hard work, the help of his family, and his good idea, he is now living his dream.

factory: a place where people make things, usually with machines
mattress: the thick, soft part of a bed

Who can answer these questions about Story A with you? Find a partner. Answer the questions.

Focus Questions

1. What was Napoleon Barragan's idea for a company?
2. What are some reasons for his success?

Dorothea Sandiford: A House of Her Own

Dorothea Sandiford was born in Barbados, an island in the Caribbean Sea. She moved to the United States in 1960. When she lived in Barbados, she had a dream. She wanted to have her own house—not an apartment, a house. When she moved to the United States, her dream moved with her.

Dorothea Sandiford needed money to buy a house. She decided to make a plan and follow it to her dream.

Dorothea Sandiford worked very hard. She never finished school in Barbados, so she studied for a high school equivalency exam¹ in the United States. She passed it when she needed a job. She found² two. For many years, Dorothea Sandiford worked at a bank during the week and worked as a nurse's aide³ on the weekends. Every month, she saved a little more money.

Finally, in 1985, Dorothea Sandiford had enough money to buy a house. It was perfect for her. She loved her house and wanted to spend more time there. So, in 1993, she started a day care⁴ business in her house.

Today, Dorothea Sandiford still runs her day care business, and she works on weekends. She also volunteers in her community. She is a very busy woman, but she always finds time to enjoy her house.

Dorothea Sandiford's dream was to have her own house. After years of hard work, she is now living her dream.

¹high school equivalency exam (GED): the test to get a diploma—
²found: past tense of find
³nurse's aide: a nurse's helper
⁴day care: babysitting

Who can answer these questions about Story B with your friend and a partner? Ask the questions.

Focus Questions

1. What was Dorothea Sandiford's dream?
2. What are some reasons for her success?

17 THINK AND SHARE

Organize Your Thoughts

Work with your partner. Find the time line for your story. What happened at each point on the time line? Write your answers. Look back at the other story.

Napoleon Barragan

moved to

the U.S.

1969

1975

1976

1980

1985

Dorothea Sandiford

moved to

the U.S.

1970

1985

1993

Share Your Information

Who can tell you about the other story? Find another pair of students.

1. With your partner, tell the other pair of students about your story. Use the information from your time line above.
2. Add details from your story.

Share Your Ideas

Discuss this question with your partner and the other pair of students. Then share your answer with the class.

The boys in Horatio Alger's stories succeeded through hard work, a little luck, and someone's help. How did Napoleon Barragan and Dorothea Sandiford succeed?

- A. Take this quiz. For each sentence, put an X in the answers.

What do you know about anger?

1. Anger is a normal feeling.
2. Most people feel some anger several times.
3. Anger can sometimes help people.
4. People should always let their anger in; they should not express it. This is healthy.
5. People should always let their anger in; they should not express it. This is healthy.

- B. Work in small groups. Discuss the question with your classmates.

1. When you're angry, what behavior—yours or others'—is healthy?
2. How do you behave when you're angry?

2 BUILD YOUR READING SKILLS: Understand

Introduction

- A. Cover the picture on the right with your hand on the left. Answer the questions. Then look at the picture on the right.

What is this? What is it for?



- B. Why is the picture on the right easier to understand?